

CHAPTER I

INTRODUCTION

This chapter will depict the researcher's thought for conducting the study. Moreover, this chapter consists of background of study, statement of the problem, purpose of the study, significance of the study, scope and limitation, definition of key term, and hypothesis of the study.

1.1 Background of Study

Meeting the learning needs of the internet generation is challenging. One of the prominent characters of the Internet generation is their passion and eagerness to learn new things in a short span of time. They learn differently from the previous generations. This is caused by their different life experiences, especially experiences in the use of technology (Barnes, Mareteo, & Ferris, 2007, p. 10). Using learning technology that has become part of their daily life will cater their needs and enhance their interest in learning.

Internet is one of the popular Information and Communication Technology (ICT) for students (Duffy, 2008, p. 67). The use of the Internet has increased students' learning motivation. For the teachers, it opens up many possibilities of integration of technology in the classroom to boost students' motivation which in turns will improve their engagement. With its development, the Internet is no longer the basic archetypical media but it enables users to generate content. It has become a new learning ecology that allows desirable learning practices such as

collaborative projects, peer assessments, and other innovative uses. One of the Internet resources that enable students to innovative learning activities is YouTube.

Boyle (2011, p. 34) state that gaming is the most popular type of content consumed on YouTube. That might seem surprising to *non-gamer*, but to someone who like it makes a lot of sense; video games are an audio-visual medium, when someone want to know what the game is like they can look up reviews that show them clips of footage or even watch a series of videos of someone playing the game. Talking about *non-gamer* who are very unfamiliar with the game itself, the researcher interested in trying to test these people whether they only listen to a *walkthrough game* can capture words in English significantly.

Additionally, according to previous study Sicart (2009, p. 115), 95% of gamers consume online video content. This is more than many other types of demographics, and explains why gaming videos are such a popular category. The popularity means there is a lot of gaming videos walkthrough for views in the search pages and video blogs. Then, this research will show how *non-gamers* will increase the listening skill when they see a *walkthrough game*.

The aim of this study is to observe to what extent YouTube can be used as a medium as well as resources for training our listening skills. Especially on the part of gaming YouTube which is very important when we can absorb the useful science for basic skill language proficiency. In fact, YouTube Videos especially in walkthrough side become absolutely vital in our daily life; it is a source of

knowledge, news, and entertainment for the people in their every age and in all fields of the life. Lately, many learners across the world have started to use YouTube videos in educational fields (Yu, Hu, & Kim, 2007, p. 22-25). So, through these social media learners listen to the native speaker's movies, TVs channels, songs, drama. This enables English learners to be familiar with English culture, accent and pro-nounciation. Students can use their phones or Laptops and listen to online lectures and lessons of the native English trainers, instructors or debates whenever and where ever they want, and practice language in more effective ways.

The result of the previous study Riyastika (2014, p. 78) shows that the videos on YouTube can be useful for two ways. First, the videos on YouTube that are in the form of lectures can be used as learning resources. There are many lectures series of linguistics from well-known linguists such as, Chomsky, Pinker, and Tannen on YouTube. Second, that in the section of YouTube (Music, sports, gaming, etc.) that can serve as a very diverse jobs or improving basic language skills.

Because of the rapid development of Technology, so many people who took the initiative to play games and upload it to a platform known as YouTube. Actually, there are so many different genres of video on YouTube, but lately the many Youtuber who made the video *walkthrough*. *Walkthrough* itself is defined as the steps when playing a game (IEEE, Standard for Software Reviews). Related to this, the interest in someone on the YouTube platform is increasing because besides they see a great way to play a game, they also gain significant knowledge

of the game or we can conclude that it can give effect to the basic skill in English. Surely the game must be Englishable.

From many previous studies, Yu, et al. (2007, p. 51-52) the Researcher conclude that this research has been done a lot but in other parts such as the effect of viewing movies, viewing videos, and listening to music on YouTube on listening skills. Therefore, the Researcher will try this research if there is any effect when *non-gamer* sees *walkthrough game* on YouTube to listening skills. For your information, this research will be accomplished to some *non-gamer* who never watch a *walkthrough game* on YouTube and have the ability to speak English below average.

1.2 Research Problems

Based on the background of the study for mentioned, the researcher formulates the research problems:

1. What is the affect of *non-gamer* who have been watching *walkthrough game* Vain Glory on YouTube to Listening skills?
2. How can the *walkthrough game* Vain Glory on YouTube affect *non-gamer* to Listening skills?

1.3 Research Objectives

In accordance to the statement of problems stated formerly, this research aims at:

1. Discovering the affect come in Listening skill when *non-gamer* watch *walkthrough game* Vain Glory on YouTube.

2. Determine the data of affect in Listening skill when *non-gamer* watch *Walkthrough game Vain Glory* on YouTube.

1.4 Research Significance

This study was conducted because of the curiosity of the game that is much in demand people to repel boredom but possess another function that mentioned there is an effect in Listening skills especially listening for Specific Information. It is expected that this research can be used for the development of English proficiency and not only for Listening skills but for all basic skills in English.

1.5 Scope and Limitation

This study is limited to explore the effects of Vain Glory *walkthrough games* (introduce, made an account, content episodes) on Listening skills especially Listening for Specific Information. This study draws it sample of some participants whose English skills are below average. The participants are *non-gamers* whom have not yet watch a walkthrough of game.

1.6 Hypotheses of the Study

1. H1: There is significance influence of watching walkthrough game Vain Glory to listening skills especially listening for specific information.
2. H0: There is no significance influence of watching walkthrough game Vain Glory to listening skills especially listening for specific information.

1.7 Definition of Key Terms

- YouTube : A free video sharing website that lets people upload, view, and share videos. Videos can be rated with a like or dislike, videos can be commented if logged in to an account, and the number of times a video has been watched (known as "views") is put on the site. Users who have accounts can also subscribe to channels. At the moment, Google (a search engine company) owns and operates YouTube. Many different types of videos can be put onto the website, such as educational content, animations, and funny stuff. YouTube was started on February 15, 2005 by three former workers of PayPal.
- Walkthrough : Step-by-step test of all aspects of an environment, plan, or process to verify it is ready for its intended purpose.
- Listening : **Listening** is to give one's attention to sound. Listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding with verbal and nonverbal feedback.
- Non-gamer : One who does not game in the normal fashion. It could also be someone who partakes only in lame games or games that

are not accepted by the gaming community at large. Also,
someone who doesn't accept gamer culture and is a troll.

